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STATE DOCUMENTS

ESEA TITLE III IN MONTANA

innovative education

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THE NEEDS of these handicapped children are being met through special programs initiated by ESEA Title III.

Project Funds Available

Approximately $350,000 is currently available for new ESEA Title III projects in Montana according to Harley Ruff, Title III Supervisor in Mrs. Colburg's office. The federal funds are to be used by public school personnel to demonstrate innovative or exemplary solutions to critical educational needs in Montana.

Although applications for projects are due February 1, 1974, the money will be used to fund projects scheduled for operation during the 1974-75 school year. Therefore, projects will be approved by April, 1974 and successful applicants will have the entire summer to train staff, prepare instructional materials and complete all physical arrangements for operation of the program.

Prospective applicants are urged to submit Letters of Intent to the state office on or before October 19, 1973. The Letter of Intent should include (1) evidence of a local and statewide need for the proposed project, (2) the educational goals of the proposed project, (3) examples of learner-oriented objectives to be used in determing student progress in achieving the project goals, (4) a brief description of the project activities that will facilitate achieving the stated goals, (5) the evaluation techniques to be used to determine program success and (6) an estimate of the funds required for one year's operation of the project. Letter of Intent forms can be obtained by contacting Harley Ruff, Title III Supervisor, Office of the Superintendent of Public Instruction, Helena.

The Letters of Intent will be reviewed by staff of the Superintendent's office and by members of the Title III Citizens' Advisory Council. Persons submitting Letters of Intent which show evidence of meeting Title III criteria will be encouraged to develop and submit final applications. A list of the approval criteria can be found on page 4 of this newsletter.

A proposal writing workshop will be held for all personnel planning to develop a final application. The workshop activities will familiarize participants with the statistical and narrative portions of the application and will provide consultation on individual project concerns.

Visit Applications Due October 8

Applications for authorization to participate in Project VISIT (Visits to Innovative Schools by Interested Teachers) are due in the state office no later than October 8, 1973.

Only teams that include at least one administrator or board member will be eligible for reimbursement. Approximately 60 teams of participants are expected to be approved by State Superintendent Dolores Colburg. Projects selected for VISIT sites are characterized as being successful in meeting the critical needs of children in the project area and also have a variety of techniques and materials which could be adapted/adopted by persons in other schools. Projects serving as VISIT sites are:

—Billings: Development of Techniques to Reduce Learning Disabilities

—Bozeman: Bozeman Curriculum Revision Project

—Butte: A Laboratory Approach to Teaching General Mathematics

—Deer Lodge: Powell County Environmental Curriculum Center

—Great Falls: Expanded Educational Opportunities for Giffted Students

—Fort Benton: Behavioral Term Curriculum, Small School Style

—Fort Benton: Preparation & Counseling for the World of Work

—Laurel: Simplified Lessons for Academically Deprived Pupils

—Miles City: Project INSIGHT

—Nashua: 4 for 2—A Transition

Application information and project descriptions are available from all county superintendents, district superintendents and county high school principals. Additional applications and information are available from Harley Ruff, ESEA Title III Supervisor in Mrs. Colburg's office.

STATE SUPERINTENDENT Dolores Colburg, Dr. William Findley on left, and Ray Beck admire the "Pacesetter in Education Award" which was recently presented to the staff of the the behavior modification project in Great Falls.

Project Receives "Pacesetter"

A former Title III project, "Behavior Modification of the Emotionally Disturbed", has been awarded a "Pacesetter in Education Award" by the President's National Advisory Council for ESEA Title III.

The program was initiated in the Great Falls Public Schools under the leadership of Dr. William Findley, Special Education Supervisor in Great Falls. The project was successful to such a degree that the Great Falls district has continued operation of the program with local funds.

Selection of the project was a result of the nationwide validation effort conducted earlier this year in an effort to identify educational projects worthy of national dissemination and adoption.

In a letter from Arthur Ballantine, chairman of the President's National Advisory Council, the project was described as "one of the 107 projects in the nation which provided alternative approaches to meeting the critical needs of America's children."

— DATES TO REMEMBER —

The following are the important dates to be observed by those persons planning on submitting projects for Title III funding. Project VISIT dates are also included.

PROJECT VISIT

—October 8—Applications due in State Office.
—October 15—Notification to applicants of disposition.
—October 22-December 14—On-site VISITS by approved applicants.
—January 25—Post VISIT impressions reports due.

LETTERS OF INTENT AND APPLICATIONS

—October 19, 1973—Letters of Intent due in State office.
—November 1, 1973—Advisory Council meeting to screen Letters of Intent.
—November 9, 1973—Notification to applicants concerning disposition of Letters of Intent.
—November 29-30, 1973—Proposal Writing Workshop.
—February 1, 1974—Final applications due in State office.
—March 15, 1974—Advisory Council meeting to formulate recommendations concerning applications to State Superintendent.
—April 5, 1974—Notification to applicants of State Superintendent's funding decision.
—April 25, 1974—Approved projects workshop.

Council Profiles

Art Shelden

Art Shelden's 14 years of legislative experience are a valuable asset to the members of the Advisory Council. A resident of Libby, Shelden is a retired electrical engineer and has served on the Council since 1968. He reviews and monitors programs concerned with government, Indian education and vocational education.

Margaret Blair

An original member of the Advisory Council, Margaret Blair serves as principal of the McKinley School in Butte. Mrs. Blair's Council duties include review and monitoring of elementary curriculum programs, individualized instruction and social studies revision projects. She is a member of one of the Council's sub-committees for screening Letters of Intent.

Rev. John McCoy

Rev. John McCoy, Butte, is the Superintendent of Schools for the Diocese of Helena. McCoy serves as the private school representative on the Council and provides expertise in the areas of curriculum revision, individualized instruction and community involvement in education. He is also a member of the hearings board.

Mary Kay Cate

Mary Kay Cate, Billings, is responsible for monitoring operational projects in Laurel, Billings and Miles City. Mrs. Cate has been a teacher in the Billings system and is actively involved in numerous civic and professional programs. She reviews applications dealing with special education, early childhood and English curriculums and serves as a member of the Council's hearings board.

New Projects Begin Work

Applications for five new projects were recently approved by Superintendent Colburg. All of the programs are scheduled for initial operations during the current school year. The five were selected from among seventeen final applications submitted to the state office last spring.

The new project sites and titles are:

Billings: "IMPACTS"—Involving and Motivating Parents to Assist Children to Succeed—Mr. Ted Clark, Director.

Eureka: Job Placement Plans for the Small High School—Mr. Gary Bays, Director.

Great Falls: Educational Remediation for Children with Learning Deficits Through Precision Teaching—Mr. Ray Beck, Director.

Helena: School Health Paraprofessionals—Mr. Jerry Roth, Director.

Miles City: Legal Alertness and Awareness Program—Mrs. Jennifer Maxwell, Director.

Information concerning the projects may be obtained by contacting the project director or the state Title III office.

Staff Changes

State Superintendent Dolores Colburg has appointed Harley R. Ruff to the position of ESEA Title III Supervisor. He replaces William Elliott who has assumed supervisory responsibilities for the Career Opportunities Program and Drug Education within the Superintendent's office.

Ruff was formerly ESEA Title III Assistant Supervisor before assuming the new position. A graduate of the University of Montana, he has been a state staff member for more than two years.

Jim Fitzpatrick, supervisor of Guidance and Counseling, has resigned his position in the state office to accept new duties as coordinator of career education in the Helena Public Schools. His dedication to the principles of Title III and his outstanding service to teachers and students in Montana will be sorely missed.

OUTDOOR EXPERIENCES for elementary students are an integral part of the environmental program directed by Gary Swant of Deer Lodge. Swant will conduct numerous workshops for Montana teachers during October.

Environmental Workshops Planned for October

A series of environmental education workshops has been scheduled during October at a number of sites throughout Montana. The workshops will be conducted by Mr. Gary Swant, director of the Powell County Environmental Resource Center in Deer Lodge.

The workshops are a part of the continuing effort by Title III to encourage Montana teachers and administrators to adapt/adopt proven innovative solutions to critical needs. Each workshop will include a description of the materials and techniques necessary for establishing an environmental resource center. Participants will also be provided inservice in the use of instructional materials which were prepared and used in Powell County and have been recognized as beneficial to both students and teachers at the elementary and secondary levels.

Mr. Swant is a recognized expert in Montana environmental education, having participated in several state and national meetings on the subject. He has been a staff member in Deer Lodge for five years and has directed the Title III project since 1971.

Swant was selected as Montana's Outstanding Biology Teacher of 1971 in recognition of his leadership and dedication to science education.

There is no charge for participants and all Montana teachers, administrators and lay persons are invited to participate in the workshops. The towns listed below are the sites for workshops. Teachers and administrators from surrounding schools and districts are encouraged to attend. In addition, a few dates are still open and are indicated as such. If any school or district is interested in hosting a workshop, they should contact Mr. Harley Ruff, ESEA Title III Supervisor in the State Superintendent's office as soon as possible.

	SITE	TIME	
Oct. 2	Billings	9-12	1-4
Oct. 3	Livingston	1- 4	7-9
Oct. 4	Ennis	9-12	1-4
Oct. 5	Dillon	1- 4	7-9
Oct. 8	Open (West. Mont.)		
Oct. 9	Butte	9-12	1-4
Oct. 10	Polson	9-12	1-4
Oct. 11	Kalispell	9-12	1-4
Oct. 12	Libby	9-12	1-4
Oct. 13	Thompson Falls	9-12	1-4
Oct. 15	Great Falls	9-12	1-4
Oct. 16	Lewistown	9-12	1-4
Oct. 23	Open (East. Mont.)		
Oct. 24	Miles City	9-12	1-4
Oct. 25	Plentywood	9-12	1-4
Oct. 26	Malta	9-12	1-4
Oct. 29	Open		
Oct. 30	Open		
Oct. 31	Open		

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PROJECT APPROVAL CRITERIA

(1) Extent to which the proposed project indicates evidence that it is designed to demonstrate solutions to identified critical educational needs and will substantially increase the educational opportunities of children in the area of the State to be served by the project.

(2) Extent to which provisions have been made for the development of concepts, practices and techniques which can be adapted or adopted elsewhere.

(3) Extent to which the promising concepts, practices or techniques are recognized as unique, original, unusual, innovative or exemplary.

(4) Extent to which the concepts, practices or techniques are economically feasible and efficient.

(5) Extent to which evaluation strategies are based on valid research methodology which will provide evidence which will determine the extent to which the behavior of the participants has been improved.

(6) Extent to which performance objectives are measurable, and appropriate activities are stated which will facilitate achieving them.

(7) Degree of awareness of information concerning similar programs, relevant research findings and views of recognized experts.

(8) Degree to which provision has been made for staff with professional qualifications adequate to achieve the project's stated objectives.

(9) Degree to which provision has been made for adequate and appropriate facilities and which show direct relationships to the proposed budget.

(10) Degree of documentation that there has been, and will be, adequate planning for the proposed project, utilization of the best available talents and resources and participation in the project activities of students, parents, school personnel, non-profit private school representatives and other persons, including those with low income, broadly representative of the cultural and educational resources of the area to be served.

(11) Adequacy of provisions for dissemination of information about the proposed project which are appropriate and adequate for the area to be served.

(12) Adequacy of provision for the assimilation of the program by the LEA at the conclusion of Federal financial participation.

Study to Determine Impact of Title III

A statewide study to determine the effect Title III projects have had on students in Montana will be conducted during this school year. Students, teachers, administrators and parents from both project and non-project districts will be surveyed by members of the state office and local projects.

The information collected will include:

—The number of districts continuing projects after termination of federal funds;

—The number of non-project districts which have adapted/adopted Title III projects;

—The degree of success both project and non-project districts have had in changing the behavior of students;

—The number and type of students receiving direct and indirect services from Title III projects;

—The specific curriculum areas served by projects;

—The type of materials, publications and techniques developed or utilized by Title III projects.

The state office will use the results of the study as a basis for making recommendations to appropriate state and federal officials concerning future changes in guidelines for administering Title III funds.

Please Route This Newsletter to Interested Staff

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